

**WELS New Teacher Induction Mentor Forum**

January 26, 2013

Grace Lutheran Church, Milwaukee, WI

9:00 a.m. – noon

**Connecting:** Coaching Partners and Self-Reflection

Purpose: To reflect, to connect, and to set next steps with another mentor in setting goals.

**Learning:** Setting Goals

Purpose: To work with mentor standards in goal setting and reflection.

**Learning:** Coaching Partners

Purpose: To work with mentor standards in supporting mentors.

**Managing:** Next Mentor Forum May 5, 2013 9:00 – noon

MAL is due the first of each month

SEWNTP, DCNTP, Chicago NTP training/PD

**Closure:** Reflection and Evaluation

Purpose: To move from thought to action.

**Connecting**

**Journal Prompt**

How might the process of setting professional goals guide your work with the beginning teacher over the course of a year?

**Sharing and Receiving:**

Find a partner.

Share your thoughts as it relates to the journal prompt. Record the thoughts from others.

**Mentor Coaching and Feedback**

“…Professional expertise is not just about having the evidence or being aware of it. It’s also about knowing how to **judge the evidence** and **knowing what to do** with it.” ---M. Fullan & A. Hargreaves

To improve mentor practice:

Understand strengths, gaps and areas of growth (adapted from NTC Induction Standards)

Rank the pictures.

1. 4.

 

1. 5.

 

3.



**Improving Practice Through Standardization**

**Why use standards:**

* To increase collective understanding of mentoring practice in relation to standards
* To ensure consistent interpretation of performance levels on the Continuum of Mentor Development
* To become quality assessors of mentoring practice in order to identify gaps and targets areas of growth
* To ensure consistent understanding regarding standards and expectations = > to reinforce a culture of instructional mentoring
* To promote reflection over time

**Observation Guide:**

**Mentor/Teacher Conversation**

Standard: Engages, supports and advances the Christian and professional learning of each teacher

Element: Uses reflective conversation skills to engage the teacher in Christian growth, collaborative problem solving, and reflective thinking to promote self-directed learning

Standard: Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards

Element: Uses knowledge of professional teaching standards to advance teacher and students development

|  |  |
| --- | --- |
| Teacher | Mentor |
|  |  |

All materials were taken from or adapted from NTC’s National Teacher Induction Network as presented at SEWNTP 2013.

**Standardizing the Data**

**Step 1**

Individually, review your data and rank the mentor based on your evidence. Use the WELS Mentor Continuum as your resource. You may use -1 +1 | - 2 + 2 | -3 + 3 in ranking. Please write what you have chosen using two different sticky notes. When completed, place your sticky note on another page of the packet.

**Step 2**

Without sharing your ranking selection, discuss the evidence you collected with your tablemates.

* Anchor your discussion using the WELS Mentor Continuum
* Use norms for discussion
  + Listen to understand
  + Take ownership of process, not mentor’s practice
  + Let the evidence do most of the talking
  + Be mindful that one piece of evidence can represent multiple mentor standards and elements
  + Focus on collective learning
* Record mutual consensus of data

|  |
| --- |
| Commonalities of Data Collection |

**Step 3**

As a group, share the ranking of each. Discuss the range and build a consensus.

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**Coaching Partners**

**Meaningful Feedback**

**Feedback (noun)**

* return of output
* response

**Guiding questions:**

**~** How might I help the mentor accurately see, analyze and evaluate his/her actions and behaviors?

~ What specific feedback do I want to give?

~ To what do I want to draw attention? For what purpose?

~ How can I give direct, honest feedback in ways that preserve the relationship, maintain openness and trust, and move practice forward?

**Analyze Data**

use observation data and other related evidence of practice as a third point

engage in critical thinking and inquiry: analyze, compare, hypothesize, summarize, and

evaluate what happened

**Validate**

Using data, draw attention to mentor’s areas of strength

Affirm feelings

Confirm accuracies

Substantiate comments with evidence

**Remain Purposeful and Proactive**

Establish priorities

Explore intentions and impact of mentoring decisions

Align with Mentor Standards

**Be Honest**

Convey care and respect

Focus on behaviors, not on the person

Offer a clear, direct, succinct message

Connect to evidence and outcomes

**Promote Professional Responsibility**

Draw conclusions

Provide options

Establish next steps

Offer support

Modified for NTIN October 2012

**“If you don’t have a target or goal,**

**any road will get you there.”**

Author unknown

**“Teach us to number our days aright,**

**that we may gain a heart of wisdom.”**

Psalm 90:12

**“For this reason I kneel before the Father, from whom his whole family in heaven and on earth derives its name. I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all saints, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge----that you may be filled to the measure of all the fullness of God.”**

Ephesians 3:17-19

**Goal Setting**

Consider where you want to grow as a mentor. List two or three goals. Circle one as your next step. Fill out the notecard with this goal and address the envelope to yourself.

Blessings.

**Evaluation**

**1-26-13**

**Mentor Forum**

1. The mentor forum met the intended outcomes. Y N Unsure
2. I will be able to apply the learning from today:
3. I especially appreciated:
4. An improvement I suggest for future mentor forums:

5. The presenters met the objectives of the forum: Y N Not sure

6. Other comments: